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The Higher Horizons Program grew out of the Demonstration Guidance Projects, a six-year program to help prevent dropouts. Extension of these services to other junior high and elementary schools of varied economic standing and to all students within these schools was planned. The program in 1960-61 involved 13 junior high schools and 52 elementary schools. The entire program was under the direction of the superintendent of schools and an advisory committee. A larger staff was required to provide curriculum assistants, subject area specialists and special teachers. Objectives include: identifying and stimulating students' interests and abilities; helping students obtain better cultural experiences; helping children aspire to high goals in education and occupations; fostering greater teacher and parent participation and understanding; encouraging the community to provide assistance for education; developing better trained teachers, better techniques, better organization, and better guidance and counseling procedures.					
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BOARD OF EDUCATION
110 Livingston Street
Brooklyn 1, New York

HIGHER HORIZONS PROGRAM

Higher Horizons
Jacob Landers
Director, NYC.
D. 100-167D

Origin of the Program

In the spring of 1956, the Board of Education's Commission on Integration working through a Sub-Commission on Guidance, Educational Stimulation, and Placement, stated:

"It is well known that tests of mental ability usually do not measure the full intellectual potential of children who come from low status socio-economic homes, or homes in which there is cultural deprivation. Neither do such children demonstrate the academic achievement that other, more privileged children of comparable ability do, with the result that relatively few of the underprivileged children pursue post-high school education, if indeed they complete even modified high school courses.

"In the concern for this type of child, it is proposed to institute a demonstration guidance program for the early identification and stimulation of able students who are not now identified, and to combine this guidance program with one of teacher education in the identification and stimulation of able students of the type mentioned."

Out of this proposal evolved the Demonstration Guidance Project which was started at Junior High School 43 Manhattan in September 1956 and which is still in progress at George Washington High School. It was organized at the junior high school level because "it was the firm conviction of the Board of Education's Commission on Integration that a program to overcome the stifling of educational motivation in children from families struggling economically and without an educational tradition should be developed several years before the legal age of school leaving. Many of these children tend to leave school at the earliest possible moment in order to earn money to contribute to their families. In failing to achieve at their educational potential, they are not only depressed vocationally and educationally for the rest of their lives, but are lost to the skilled, technical, and professional manpower pools that the nation needs so urgently in this technological age".

The project was planned for a six-year period so that the seventh grade students could be followed through graduation from senior high school. At present, students from the Demonstration Guidance Project are all in senior high school. The last group will be graduated in June 1962. The success of this project to date led to a recommendation for its extension into other junior high schools having problems in educational achievement similar to the problems of Junior High School 43, even though the economic range of the communities concerned varied to some extent.

It was further recommended that

the expanded program should include like services to the elementary schools feeding the selected junior high schools in order to lessen the cumulative effect of insufficient motivation and stimulation and make it possible for each child to derive maximum benefit from a sound educational program

The program should extend its services to all children - bright, average, and slow

As a result of these recommendations, the expanded program, known as the Higher Horizons Program, was launched in September 1959.

Objectives

1. To better identify each child's abilities, interests, and needs.
2. To stimulate each child to attain achievement levels commensurate with his ability.
3. To assist each child in making and carrying out appropriate educational and occupational plans.
4. To create the aspiration of college or other higher education in the minds of students with appropriate ability.
5. To raise children's cultural sights by exposing students to opportunities and experiences which may not be provided for them elsewhere.
6. To train teachers in the identification of abilities and needs and in appropriate methods of motivation and instruction so that potentialities will be better realized.
7. To stimulate and foster greater teacher participation through encouragement derived from pupil achievement.
8. To encourage and assist parents in providing an atmosphere of encouragement and stimulation.
9. To give parents a better understanding of educational opportunities available to them and to their children.
10. To enlist the assistance of community agencies in supplying necessary services to these pupils.
11. To encourage the community to accept the worthwhileness of higher cultural levels and the fact that each child should be educated to his optimum potential.
12. To develop guidance and counseling procedures and techniques to accomplish these objectives.
13. To do research on new techniques for the identification and stimulation of all children.
14. To develop evaluative instruments for determining the effectiveness of this integrative approach.

Scope

For the year 1960-61 the addition of 21 elementary schools brought the number of schools in the program to 65 - 13 junior high schools and 52 elementary schools feeding into these junior high schools. Services are being provided for 31,765 children - 13,423 in grades 7 and 8 in the junior high schools and 18,342 - grades 3 and 4 in the elementary schools. (See attached list.)

During the year 1959-60, services were provided for seventh grade pupils in thirteen junior high schools and for third grade pupils in thirty-one elementary schools, feeding nine of these junior high schools. The decision to concentrate on a single grade in each school was not dictated solely by budgetary problems, but also by the desirability of a gradual growth of so extensive a program. This would also make possible the extensive and intensive evaluation of the progress preliminary to further expansion.

A comparison of the extent of the program for each of the two years the program has been in operation follows:

	<u>1960-61</u>					<u>1959-60</u>			
	<u>Schools</u>	<u>Grades</u>	<u>Classes</u>	<u>Pupils</u>	- -	<u>Schools</u>	<u>Grades</u>	<u>Classes</u>	<u>Pupils</u>
J.H.S.	13	7 & 8	457	13,423		13	7th	233	6,769
Elem.	<u>52</u>	3 & 4	<u>612</u>	<u>18,342</u>		<u>31</u>	3rd	<u>195</u>	<u>5,561</u>
Total	65		1,069	31,765		44		428	12,330

The participating schools were selected by the Superintendent of Schools, John J. Theobald, and Associate Superintendents, Joseph O. Loretan in charge of the Junior High School Division and Florence S. Beaumont * in charge of the Elementary Division, in consultation with the Advisory Committee.

* Retired Dr. John B. King took office Sept. 1960

(The pilot Demonstration Guidance Project is still in operation in grades 11 and 12 at George Washington High School.)

Implementation

The program is under the direction of Superintendent of Schools, John J. Theobald, and the Advisory Committee of which he is chairman. The Advisory Committee consists of all members of the Advisory Committee of the Demonstration Guidance Project and the Assistant Superintendents of the districts in which Higher Horizons schools are located.

Involved in carrying out the various aspects of the program and represented on the Advisory Committee are the Elementary School, Junior High School, and Senior High School Divisions (the Senior High School Division will contribute its resources as the program moves into the senior high schools in September 1962), the Office of Research and Evaluation, the Assistant Superintendents of Districts 10-11, 12-13, 17, 27, 32, 46, 48 and 50, the Bureau of Educational Research, the Bureau of Educational and Vocational Guidance, the Bureau of Child Guidance and the Bureau of Curriculum Research.

Mr. Daniel Schreiber is coordinator of the program assisted by Miss Ethel J. Flanagan who also serves as guidance consultant.

Staff

Since these students require more than an expanded educational program, attention is being focused on ideas, procedures, and techniques, group and individual, that will provide adequate motivation and effective guidance for both pupils and their parents. To accomplish this additional counselors and

teachers were provided by the Superintendent of Schools, through the Bureau of Educational and Vocational Guidance and the Elementary and Junior High School Divisions. For the school year 1960-61 a total of 171 such positions were allotted to the 65 schools - 78 counselors, 29 to the junior high schools, 49 to the elementary schools, and 93 teachers - 32 to the junior high schools and 61 to the elementary schools.

A comparison with the personnel assigned for the year 1959-60 follows:

	<u>Counselors</u>		<u>Teachers</u>	
	<u>1960-61</u>	<u>1959-60</u>	<u>1960-61</u>	<u>1959-60</u>
J. H. S.	29	26	32	25
Elem.	<u>49</u>	<u>30</u>	<u>61</u>	<u>33</u>
Total	78	56	93	58

The following additional services have also been made available:

- Curriculum assistants and subject areas specialists assigned to District Superintendents' offices are participating in the program under the direction of the Assistant Superintendents.
- Other teaching positions assigned by the District Superintendents according to the resources and felt needs of the community.
- While other school personnel are not directly assigned to the program, efforts are being made to draw into participation such people as attendance teachers, nurses, special teachers, etc.

Research

The Bureau of Educational Research is directing the testing program and making plans to evaluate the program through use of the Guidance Data Card developed jointly by the Bureau of Educational Research and the Bureau of Educational and Vocational Guidance, available test data and special scales and questionnaires to be developed by the Bureau of Educational Research. The Bureau of Curriculum Research is cooperating in the effort to design and develop appropriate materials.

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BOARD OF EDUCATION
 110 Livingston Street
 Brooklyn 1, New York

HIGHER HORIZONS PROGRAM

<u>District Superintendent</u>	<u>Elementary Schools</u>	<u>No. of 3rd & 4th Grade Classes</u>	<u>No. of 3rd & 4th Grade Pupils</u>
Marion Clark	P. S. 57	17	467
Districts 10-11	103	17	516
Manhattan	108	15	426
	125	17	504
	157	18	508
	170	19	581
	184	19	625
District 9	72	11	277
Josephine O'Brien	*171	11	372
Total	9 Schools	144	4276
Charles Shapp	* 24	9	245
Districts 12-13-14	68	19	544
Manhattan	* 90	20	655
	* 100	13	395
	119	13	367
	123	14	305
	133	10	278
	175	10	296
	192	14	351
	194	10	280
	*197	10	276
Total	11 Schools	142	4072
Louise T. Ryan	45	10	317
District 50	48	10	293
Queens	50	11	303
	96	3 $\frac{1}{2}$	103
	116	10	286
	123	17	462
	140	9	278
	155	8	296
	160	11	324
Total	9 Schools	89 $\frac{1}{2}$	2662
Cormac Meagher	14	5 $\frac{1}{2}$	173
Districts 47-48	19	8	255
Queens	92	4	140
	143	7	206
Total	4 Schools	24 $\frac{1}{2}$	774
Max Gewirtz	5	4	156
Districts 45-46	7	5	163
Queens	171	13	367
Total	3 Schools	22	686

** Included in program 1960-61

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HIGHER HORIZONS PROGRAM

<u>District Superintendent</u>	<u>Elementary Schools</u>	<u>No. of 3rd & 4th Grade Classes</u>	<u>No. of 3rd & 4th Grade Pupils</u>
Benjamin E. Strumpf Districts 17-18 Bronx	* 23 * 140 * 146	9 10 <u>12</u>	278 323 <u>373</u>
Total 3 Schools		31	974
John C. Cocks Districts 15-16 Bronx	* 51 * 124	14 <u>12</u>	416 <u>356</u>
Total 2 Schools		26	772
Samuel M. Levenson Districts 32-33-34 Brooklyn	* 21 * 70 * 83 * 129 * 191	14 10 16 14 10	417 326 422 403 <u>346</u>
Total 5 Schools		64	1914
Joseph C. Noethen Districts 25-27 Brooklyn	* 3 * 44 * 93 * 167 * 256 * 289	13 15 12 10 16 <u>13</u>	322 404 306 377 442 <u>361</u>
Total 6 Schools		79	2212
Grand Total 52 Schools		622 Classes	18,342 Pupils

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BOARD OF EDUCATION
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HIGHER HORIZONS PROGRAM

<u>District Superintendent</u>	<u>Junior High School</u>	<u>No. of 7th & 8th Grade Classes</u>	<u>No. of 7th & 8th Grade Pupils</u>
Marion Clark Districts 10-11	13, Man. 43 120	44 37 <u>41</u>	1313 1068 <u>1192</u>
Total 3 Schools		122 Classes	3573 Pupils
Charles M. Shapp Districts 12-13	136, Man. 139	39 <u>37</u>	1152 <u>1140</u>
Total 2 Schools		76 Classes	2292 Pupils
Louise T. Ryan District 50	40, Qns 142.	22 <u>42</u>	622 <u>1306</u>
Total 2 Schools		64 Classes	1928 Pupils
Cormac K. Meagher District 48	16, Qns.	<u>21</u>	<u>624</u>
Total 1 School		21 Classes	624 Pupils
Max Gewirtz District 46	126, Qns.	<u>29</u>	<u>958</u>
Total 1 School		29 Classes	958 Pupils
Samuel Levenson District 32	35, Bklyn 210	34 <u>38</u>	853 <u>1006</u>
Total 2 Schools		72 Classes	1859 Pupils
Joseph C. Noethen District 27	258, Bklyn	<u>40</u>	<u>1219</u>
Total 1 School		40 Classes	1219 Pupils
Benjamin E. Strumpf District 17	120, Bronx	<u>33</u>	<u>970</u>
Total 1 School		33 Classes	970 Pupils
Grand Total 13 Schools		457 Classes	13,423 Pupils